

Lexia Instructional Tool & Intervention

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Goals for this session

- Review RtI general information
- Overview of some of the Research –
 - The Science of Reading
- Using Lexia with your students
 - How it can be used as an instructional tool & intervention
 - Review reports available

What is RtI?

1. providing high-quality instruction/intervention matched to student needs
2. using learning rate over time and level of performance to
3. make important educational decisions.

National Association of State Directors of Special Education (NASDSE)

Essential Components of Rtl

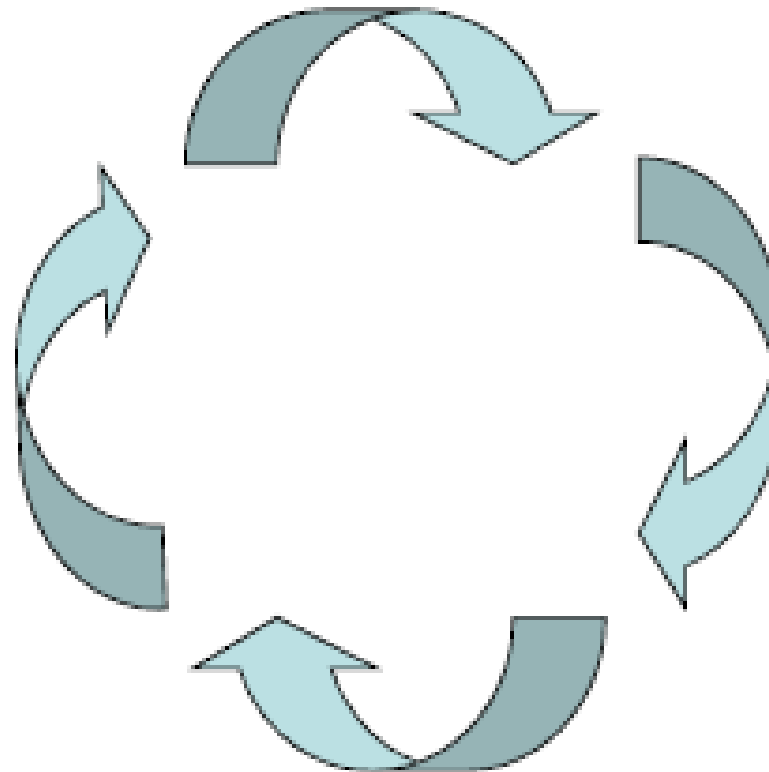
- Component 1: Consensus Building
- Component 2: Infrastructure Building
- Component 3: Implementation
 - Multi-tier model of instruction
 - Problem solving method
 - An integrated data collection/assessment system

What is the problem?

Did it work?

Why is it
happening?

What should be done about it?



Why Monitor Progress?

- Student outcomes improve when performance is assessed regularly
- Data collection provides an objective base for decision making
- Unless we monitor progress, we cannot determine the rate at which the gap is closing
- Continuous feedback improves instructional planning
- Provides a measure of intervention effects
- Know if learning is being enabled, and if so, under what conditions
- Continuous feedback on performance enhances motivation for many students

Science of Reading

- Center on Instruction (www.centeroninstruction.org)
- Florida Center for Reading Research (www.fcrr.org)
- Common Core Standards (www.corestandards.org)
 - Provide teachers and parents with common understandings of what students are expected to learn
 - Provide appropriate benchmarks for all students

Research shows that children may be struggling in three main areas:


Accurate and fluent word reading skills

Oral language skills (vocabulary, linguistic comprehension)

- + Extent of conceptual and factual knowledge
- + Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down

+ Reasoning and inferential skills

Motivation to understand and interest in task and materials

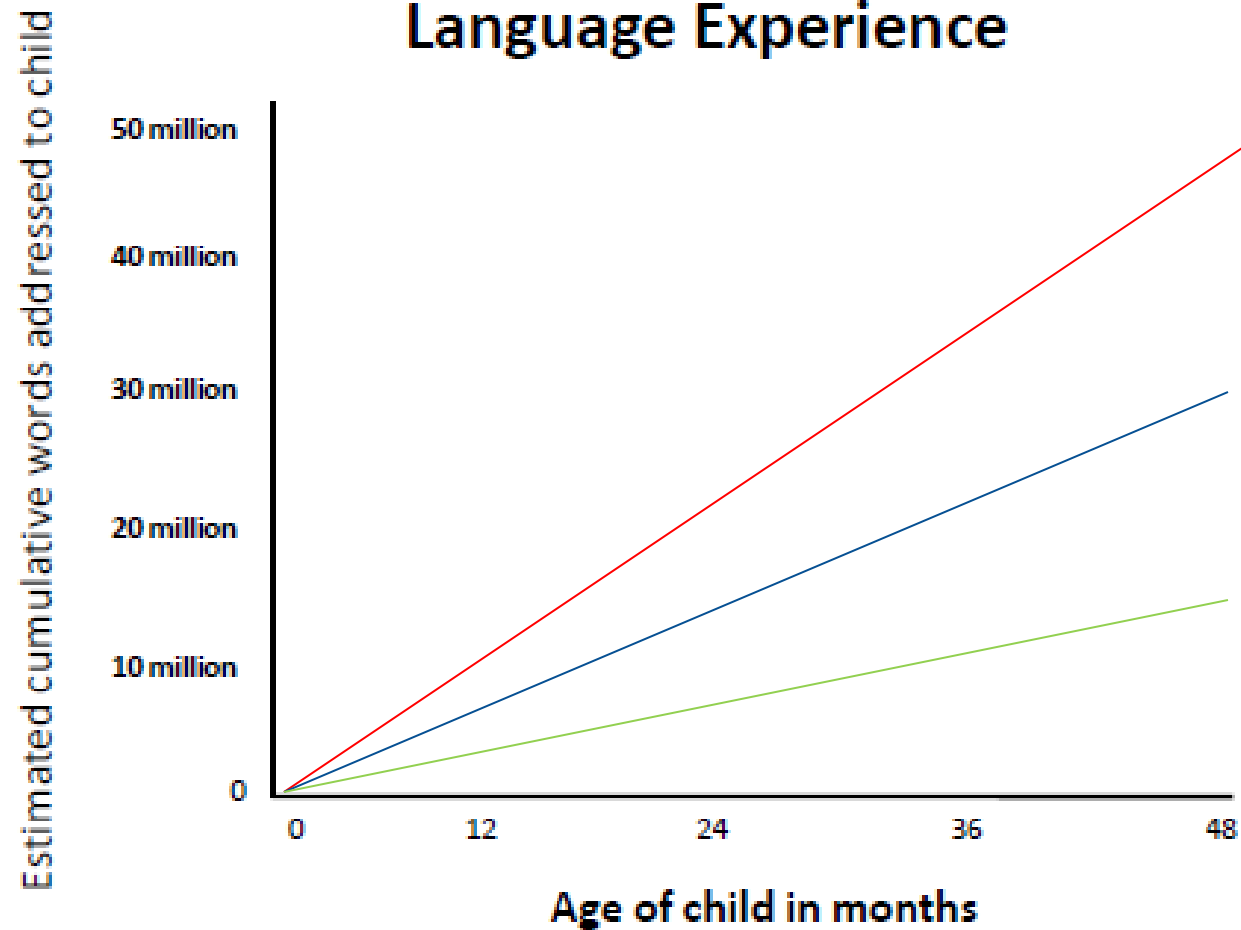


When there is great diversity among students in their talent and preparation for learning to read...

little variation in teaching will always result in great variation in student learning.

(Torgesen)

Language Experience



Hart & Risley, 1995

Professional

Working Class

Low-Socio Economic

Two important points

- “Children at risk for reading failure acquire reading skills more slowly than other children, but they must acquire the same set of skills to become good readers.”

Foorman and Torgesen (2001), p. 206

- Interventions always need to increase the intensity of instruction and accelerate learning

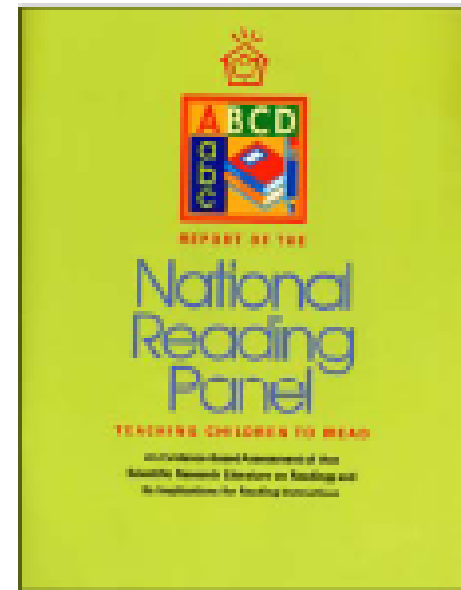
Lexia Reading

- Systematic, Structured and Sequential
- 5 Components of Reading
- Correlations to Core Curriculum
- Intrinsically motivating with immediate feedback
- Focused learning environment to maximize time on task
- Differentiated, independent practice with targeted review

National Reading Panel

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

According to the [Florida Center for Reading Research's report](#) on Lexia: “The *Lexia Reading* program provides practice in the 5 components of reading, and the design of these materials is consistent with current research suggesting that students who struggle with reading benefit from systematic and explicit practice opportunities.”

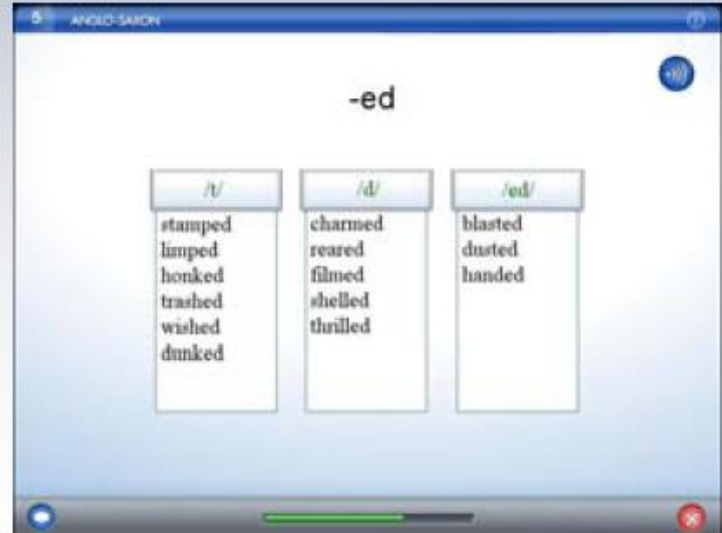
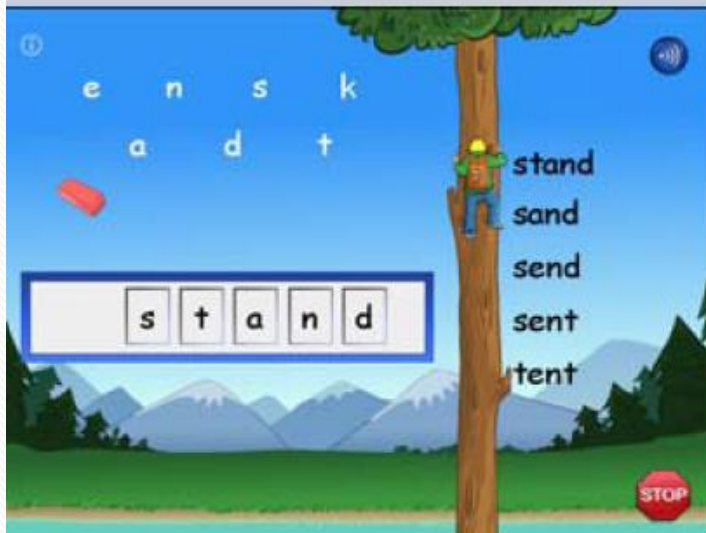
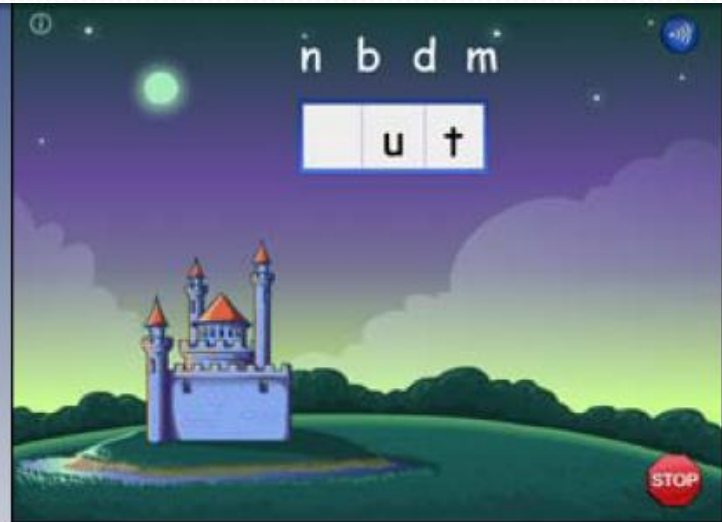
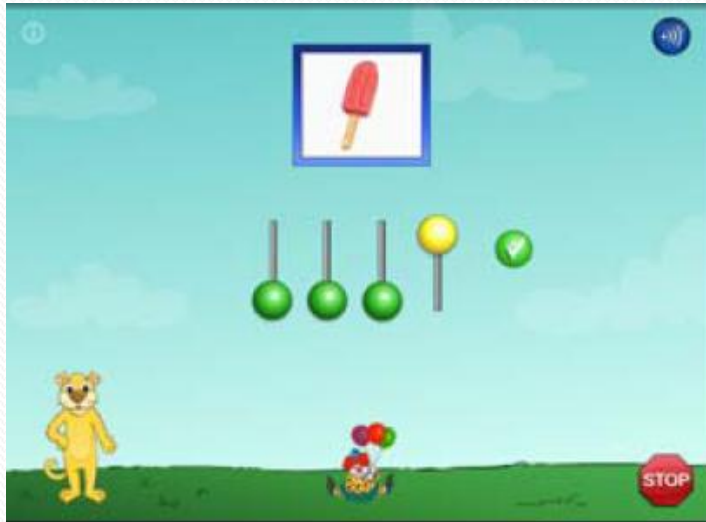


Lexia Scope and Sequence

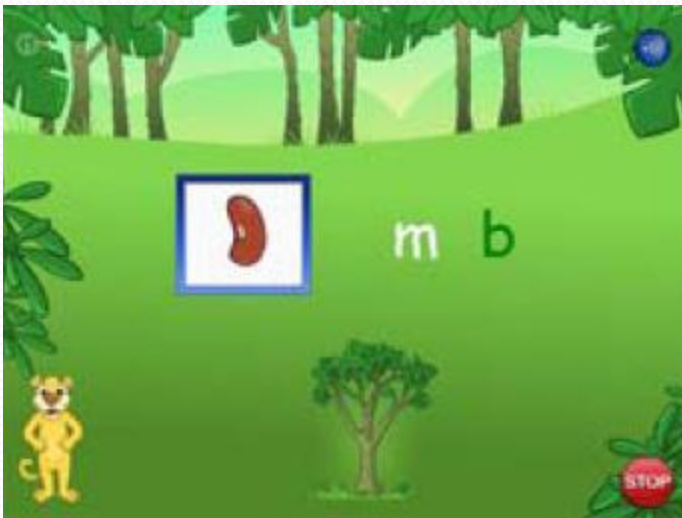
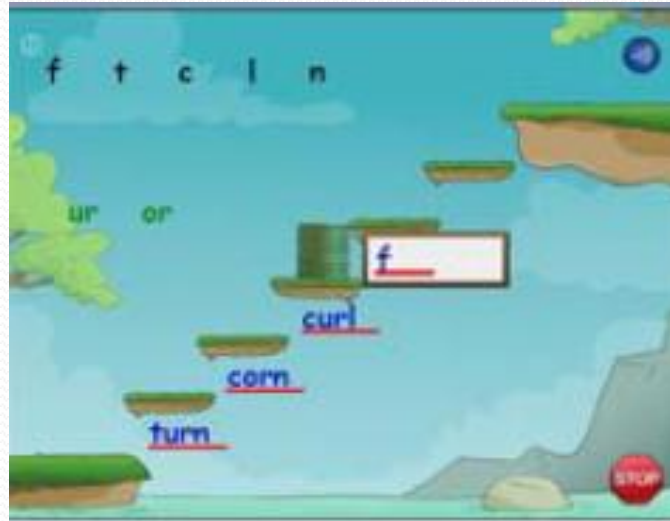
SEE HANDOUT

- Early Reading -ER(Ages 4-6)
- Primary Reading -PR (Ages 5-8)
- Strategies for Older Students -SOS(Ages 9+)

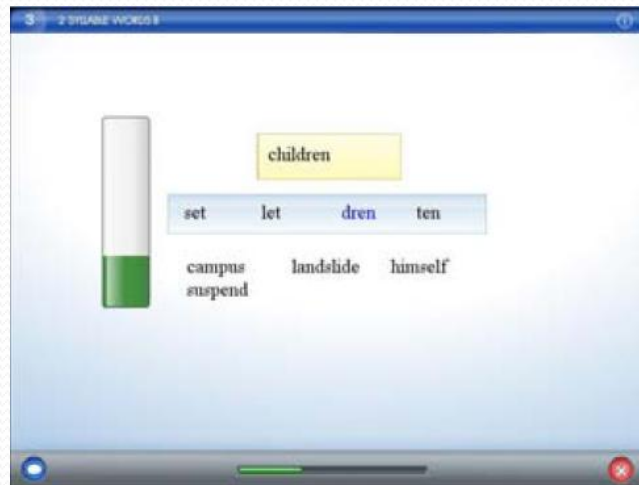
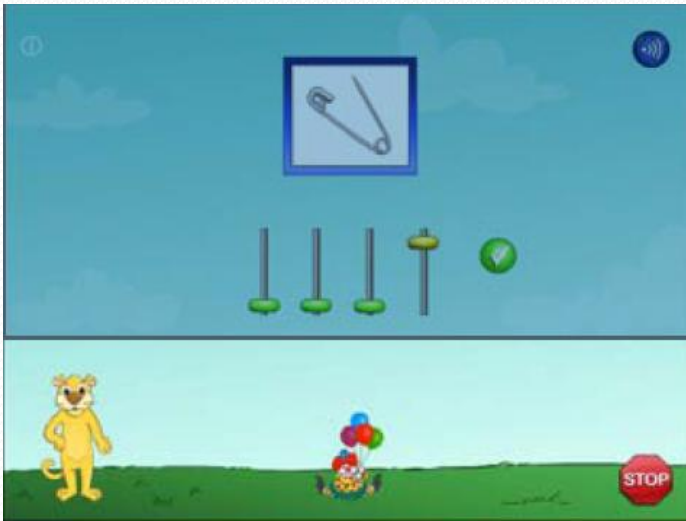
Phonemic Awareness



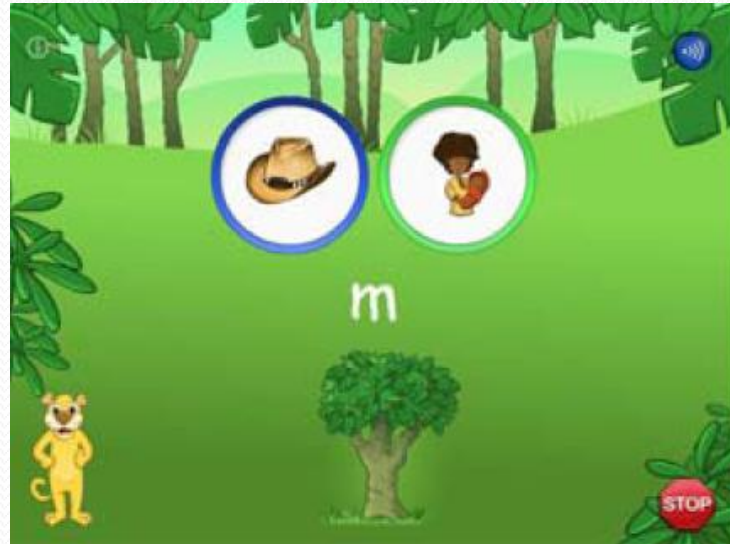
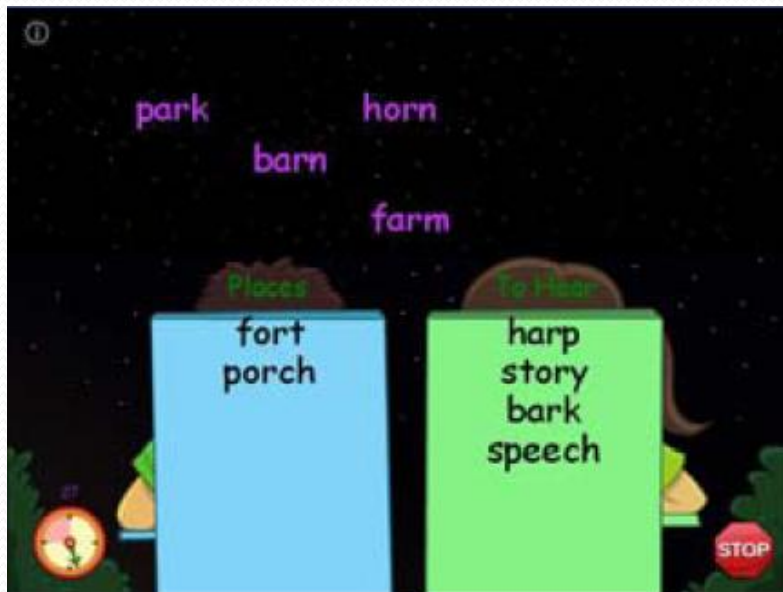
Phonics



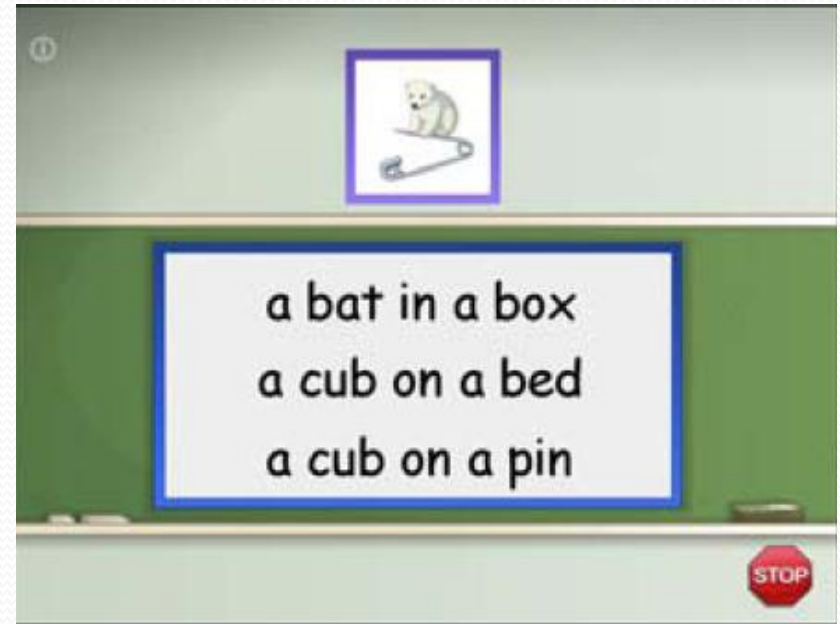
Automaticity/Fluency



Vocabulary




Comprehension



4 PARAGRAPHS

Maya
Angelou
poetry
inauguration
beauty



When Maya Angelou read her poetry at Bill Clinton's inauguration, we knew her to be a wise and talented woman. But few people knew of the long and hard road she had followed. In spite of many difficult times, Maya became proud of being black and she found beauty and strength in poetry. Now her books bring beauty and strength to thousands of readers.

thousands strength strings
road being talented

Dynamic Branching Model

- Collects Information on Each Student's Performance
- Provides Scaffolded Support and Feedback Along the Way
- Supplies Unlimited, Additional Practice when Necessary
- Identifies Instructional Needs Based on Student Performance



MyLexia Educator Website

- Web-based management and reporting
- Student, class, school and district
- Access to print components (Lexia Lessons)
- Integrated progress monitoring
- National database of reading skills



Progress Monitoring

- On-demand access to current aggregated data for students across classes, schools , districts
- Assess the current status of the students in your school or district, without stopping instruction time for testing
- Measure student skill acquisition against national standards in the Lexia Database

Questions the data can answer

- How are the students in my class doing right now?
- Are students making adequate progress?
- Are students using Lexia Reading at recommended levels?
- Where do I need to support students?

Lexia Benchmarks

A benchmark is a standard against which similar things (e.g., grade level peers) can be measured or judged.

Lexia Benchmarks criteria:

- Students who used Lexia Reading from Aug – May
- Students who met the recommended levels of usages
 - (45 min./wk for 1-3rd, 30 min./wk for Kindergarten)

Lexia Benchmarks were established by grade and month.

Lexia Benchmarks are based on the percentage of students who have completed a level within Lexia Reading.

Correlations to Outside Measures

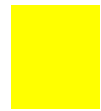
Lexia End of Year Benchmarks are statistically correlated to:

1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
2. Reading and Oral Language Assessment (ROLA)
3. Measures of Academic Progress (MAP)

Lexia Benchmark Rules (K-3)



Well Below: A student's current level is below the level completed by *more than* 80% of Lexia sample.



Below: A student's current level is below the level completed by 60% – 80% of Lexia sample.

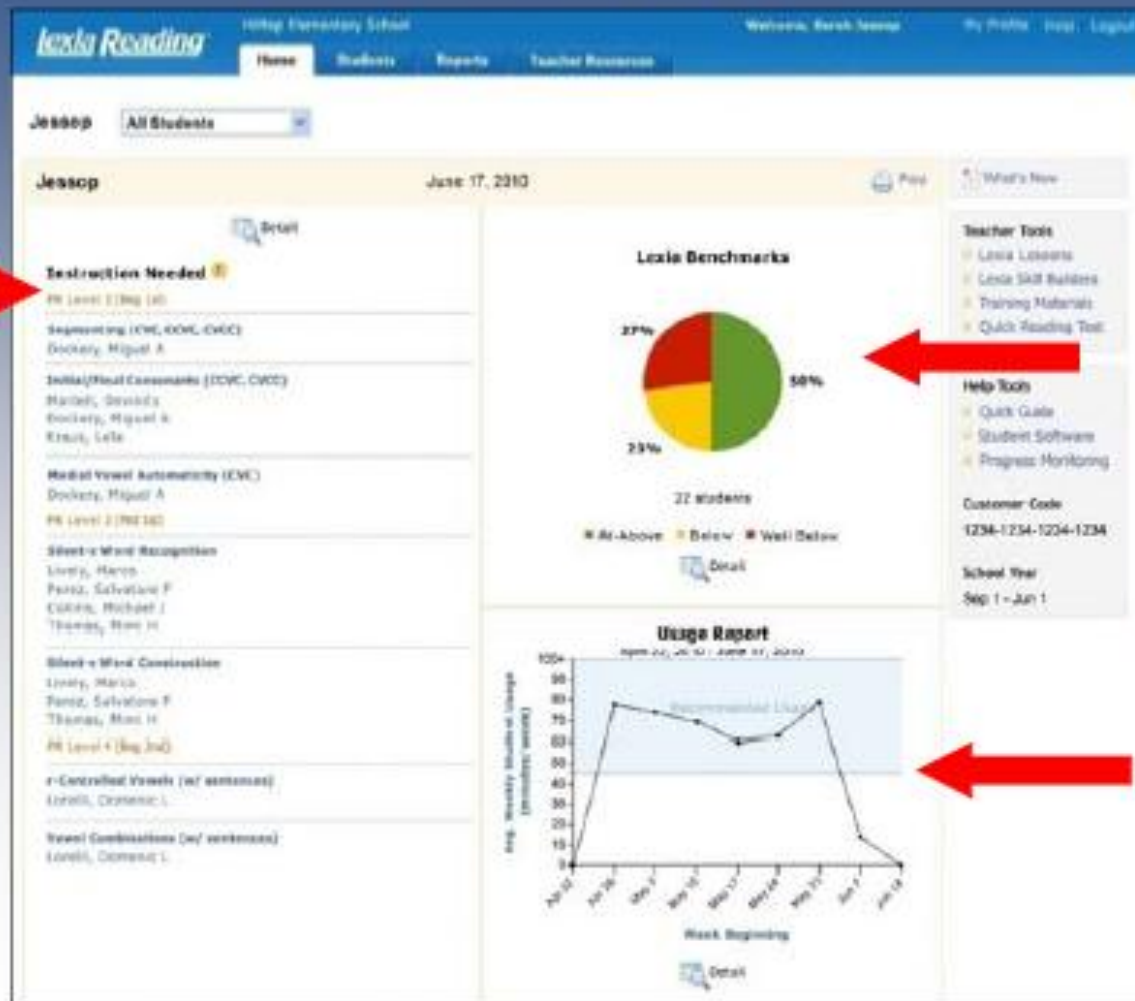


At / Above: A student's current level is at or above the level completed by *less than* 60% of the Lexia sample.

Lexia Skill Set (4-8)

- **Basic:** Any student, 4th grade or above, working in Level 1 of SOS or any level in Primary Reading (PR) or Elementary Reading (ER); skills approximately equivalent to K – 1st grade level
- **Elementary:** Any student, 4th grade or above, working in Level 2 or 3 in Strategies for Older Students (SOS); skills approximately equivalent to 2nd – 3rd grade level
- **Intermediate:** Any student, 4th grade or above, working in Level 4 or 5 in Strategies for Older Students (SOS); skills approximately equivalent to 4th – 6th grade level

Classroom Level



Classroom Level

| | Name  | Grade | Lexia Benchmarks | Student Usage (Avg Min/Week) | Current Assignment | Lessons | Certificate Available |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------|---------------------------------|--------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| | Bartlett, Reb... | 1st Grade |  | 55 | PR L4 (Beg 2nd) | |  |
|  | Collins, Mich... | 1st Grade |  | 58 | PR L3 (Mid 1st) |  |  |
|  | Dockery, Mig... | 1st Grade |  | 29 | PR L2 (Beg 1st) |  |  |
| | Garcia, Edua... | 1st Grade |  | 33 | PR L5 (Beg 3rd) | | |
| | Gonzalez, Na... | 1st Grade |  | 49 | PR L4 (Beg 2nd) | |  |
| | Jones, Chalee... | 1st Grade |  | 35 | PR L4 (Beg 2nd) | | |
| | Jordan, Star... | 1st Grade |  | 34 | SOS L1 (Beg 1st) | | |
|  | Kraus, Lela | 1st Grade |  | 38 | PR L2 (Beg 1st) |  |  |
|  | Lively, Marco | 1st Grade |  | 46 | PR L3 (Mid 1st) |  | |
| | Lohan, Abiga... | 1st Grade |  | 4 | PR L1 (Mid K) | | |
|  | Lorelli, Dome... | 1st Grade |  | 36 | PR L4 (Beg 2nd) |  | |
| | Mares, Richa... | 1st Grade |  | 32 | PR L2 (Beg 1st) | |  |
| | Marquez, Azz... | 1st Grade |  | 66 | PR L5 (Beg 3rd) | |  |
|  | Martell, Devi... | 1st Grade |  | 27 | PR L2 (Beg 1st) |  | |
| | Parker, Taylor... | 1st Grade |  | 6 | ER L2 (Beg K) | | |
| | Peller, Freddi... | 1st Grade |  | 37 | PR L4 (Beg 2nd) | |  |
|  | Perez, Salvat... | 1st Grade |  | 37 | PR L3 (Mid 1st) |  |  |
| | Renaldi, Yard... | 1st Grade |  | 35 | PR L5 (Beg 3rd) | |  |
| | Sclafetti, Jos... | 1st Grade |  | 33 | PR L3 (Mid 1st) | | |
| | Sowell, Ange... | 1st Grade |  | 48 | PR L5 (Beg 3rd) | | |

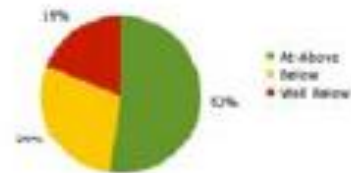
Class Progress Report

Class Progress Report

Arroyo

September 1, 2009-June 1, 2010

Status as of June 1, 2010



25 students

Lexia Benchmarks

Progress

*Sep 30, 2009 (21 students)

76% : 24% : 0%

Dec 31, 2009 (21 students)

76% : 14% : 10%

Mar 31, 2010 (25 students)

87% : 12% : 1%

*Initial benchmarks - use subsequent benchmarks for comparing progress.

| Student | Monthly Benchmarks | Sep Assignment | Dec Assignment | Mar Assignment |
|------------------|--------------------|-----------------|-----------------|------------------|
| Alleg, Sam... | | PR L2 (Beg 1st) | PR L3 (Mid 1st) | PR L4 (Beg 2nd) |
| Bartlett, Al... | | PR L1 (Pre K) | PR L1 (Mid K) | PR L2 (Beg 1st) |
| Bernard, Cl... | | PR L1 (Pre K) | PR L2 (Beg 1st) | PR L4 (Beg 2nd) |
| Boss, Leticia... | | NA | PR L2 (Beg 1st) | PR L3 (Mid 1st) |
| Bowden, Ang... | | NA | PR L1 (Mid K) | PR L2 (Beg 1st) |
| Cary, Kathy... | | PR L2 (Beg 1st) | PR L2 (Beg 1st) | PR L3 (Mid 1st) |
| Sevane, Jon... | | PR L5 (Beg 3rd) | PR L5 (Beg 3rd) | PR L5 (Beg 3rd) |
| Easton, Mal... | | PR L1 (Pre K) | PR L2 (Beg K) | PR L1 (Mid K) |
| Forbes, Jara... | | PR L2 (Beg 1st) | PR L3 (Mid 1st) | PR L3 (Mid 1st) |
| Gilley, Marc... | | PR L1 (Pre K) | PR L2 (Beg K) | PR L1 (Mid K) |
| Mountford, O... | | PR L1 (Mid K) | PR L1 (Mid K) | PR L1 (Mid K) |
| Russell, Se... | | PR L3 (Mid 1st) | PR L3 (Mid 1st) | PR L4 (Beg 2nd) |
| Tan, Britt... | | PR L1 (Mid K) | PR L2 (Beg 1st) | PR L3 (Mid 1st) |
| Minerva, Dan... | | PR L4 (Beg 2nd) | PR L5 (Beg 3rd) | SCS L2 (End 1st) |
| Podewil, ... | | PR L3 (Mid 1st) | PR L3 (Mid 1st) | PR L3 (Mid 1st) |
| Fulman, Pa... | | PR L3 (Mid 1st) | PR L3 (Mid 1st) | PR L4 (Beg 2nd) |
| Quigley, An... | | NA | NA | PR L1 (Pre K) |
| McCard, Se... | | PR L3 (Mid 1st) | PR L3 (Mid 1st) | PR L4 (Beg 2nd) |
| Schutte, Jo... | | PR L1 (Pre K) | PR L2 (Beg 1st) | PR L3 (Beg 1st) |
| Severson, Se... | | PR L3 (Mid 1st) | PR L3 (Mid 1st) | NA |
| Smathers, Li... | | PR L4 (Beg 2nd) | PR L4 (Beg 2nd) | PR L5 (Beg 3rd) |
| Witt, Jessi... | | PR L4 (Beg 2nd) | PR L4 (Beg 2nd) | PR L4 (Beg 2nd) |

Note: The quarterly assignments are the assignments at the end of the month.

Best Practices

1. Getting students started – Lexia Auto Placement
2. Developing a Lexia schedule for students
3. Monitoring use and results – Mylexia.com
4. Use the resources!

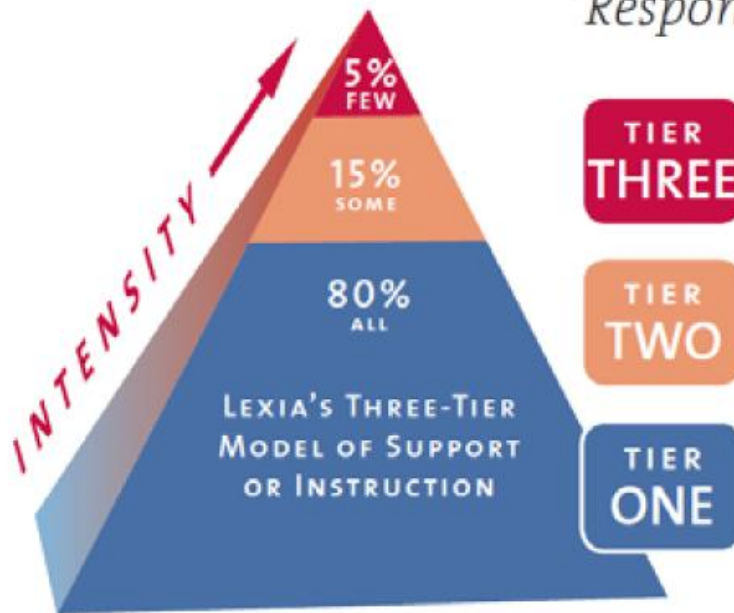
1. Getting Students Started

- Auto Placement
 - Single Use, Initial Placement
- Individualized
 - Based on Grade/Performance
- Five to ten minutes
- Auto Promotion

| LEXIA LEVEL | GRADE LEVEL CORRELATION | READING SKILLS |
|-------------|-------------------------|-----------------------------------------------------|
| ER Level 1 | PreK – K | Phonemic awareness |
| ER Level 2 | K | Alphabetic Knowledge |
| PR Level 1 | K – 1st | Transition to Decoding, Pre-Primer Sight Words |
| PR Level 2 | 1st | Short Vowels, Blends, Digraphs, Primer Sight Words |
| PR Level 3 | 1st – 2nd | Long Vowels (silent-e), 1st grade Sight Words |
| PR Level 4 | 2nd | Vowel Combinations, Vowel-r, 2nd grade Sight Words |
| PR Level 5 | 2nd – 3rd | Two-Syllable Words, Suffixes, 3rd grade Sight Words |
| SOS Level 1 | K – 1st | Short Vowels, Blends, Digraphs, One-Syllable Words |
| SOS Level 2 | 1st – 5th + | Long-Vowels (silent-e), Two-Syllable Words |
| SOS Level 3 | 2nd – 5th + | Vowel Combinations, Vowel-r |
| SOS Level 4 | 3rd – 5th + | 2 sounds of 'c' and 'g', Multi-Syllable Words |
| SOS Level 5 | 4th – 6th + | Structural Analysis: Prefixes, Roots, Suffixes |

2. Developing Use Patterns

Lexia Reading aligns with the Three-Tier Response to Intervention (RTI) Model



**TIER
THREE**

Accelerate reading acquisition by providing extended practice to develop foundational reading strategies
Use: 20-30 minutes, 5 times a week

**TIER
TWO**

Prevent reading failure by strengthening reading skills for students who need additional practice in essential reading skills
Use: 20-30 minutes, 3-4 times a week

**TIER
ONE**

Support on-level and advanced students through accelerated independent practice
Use: 20-30 minutes, 2 times a week



3. Monitoring & Assessment

- Schedule regular time to check reports
- Look first for struggling students
- Plan to help these students
- Note students ready for more practice
- Monitor use and progress
- Print reports to share with staff and parents




4. Resources

The screenshot shows the Lexia Reading website interface. At the top, there is a blue navigation bar with the Lexia Reading logo on the left and user information on the right. The navigation bar includes a dropdown menu with options: Home, Schools, Students, Classes, Staff, Reports, Teacher Resources (which is highlighted), and Admin. The main content area is divided into four light blue boxes, each with a title, an icon, a description, and a list of links.

Lexia Reading® Lexia Internal  Welcome, Alyson Rodman  My Profile Help Logout

[Home](#) [Schools](#) [Students](#) [Classes](#) [Staff](#) [Reports](#) **Teacher Resources** [Admin](#)

Instructional Materials

Lexia Lessons™ are scripted lesson plans for teachers to print and use with students who are struggling  with activities in Lexia Reading. Watch Training Videos to learn more.

- [View Lessons needed by skill](#)
- [View Lessons needed by student](#)
- [View all Lessons](#)

Practice Materials

Lexia Skill Builders™ are paper and pencil activities for students to practice skills they've worked on in Lexia Reading.

- [View Skill Builders available by skill](#)
- [View Skill Builders available by student](#)
- [View all Skill Builders](#)

Quick Reading Test

The **Quick Reading Test** is a series of screening tests designed to assess real and non-word decoding skills that can be administered by a teacher in as little as 5-7 minutes. [Learn More.](#)

- [Go to the Quick Reading Test](#)

Training Materials

Click here for resources to support your use of Lexia Reading, including teacher training videos for Lexia Lessons™, how-to tutorials, a schedule of web training events, online documentation and more!

- [Go to Training Materials Site](#)

Lexia Lessons

Lexia Lessons and Other Resources

Lexia Lesson: Vowel Digraph *ai*

Alternative spelling: /ay/

Overview & Materials

- Quick Script
- Full Instructional Scripts & Student Worksheets
- Story Activity
- Gesture Activity
- Visualization Activity
- Writing Activity



Quick Script

Custom and detailed activity scripts precede each student worksheet. The following components are the [Lexia, 800.833.8627 \(Lexia\)](#) to the lesson:



Story Activity

"These two friends flipped a coin to decide who would get a ticket to the concert. (Point to the picture of the coin.) These letters make the sound /ai/, which is the vowel sound in the word coin. Flipping a coin is the key feature that will help you remember the /ai/ sound."

"What is the key feature that helps you remember this sound?" Coin

"What is this sound?" /ai/



Gesture Activity

"What is the gesture that helps us remember how to make this sound?"

Pretend to flip a coin.

"What is the key feature that helps you remember this sound?" Coin



Visualization Activity

"Draw the coin around the letters ai."

"Now with your eyes closed, I want you to draw the letters ai again."

"What is this sound?" /ai/



Writing Activity

"Each time I say the sound /ai/, I want you to write the letters ai."

"What sound do these letters make?" /ai/

Note: Teachers are encouraged to adapt the stories to make them relevant to the experiences of their students while making sure to include the critical features of each mnemonic (memory) and multi-sensory strategy.

Name _____ Date _____

Sort 'd' and 'p'
These space worms eat the letters 'd' and 'p'.

Put the d's in one worm. Put the p's in the other worm.
Cross them out as you go.



Retell the story. What are these sounds?



What happened first?



What happened next?



What happened last?



most letters?

Name _____
Vowel Digraph

Student Home - ER

Level

The screenshot displays the Lexia Early Reading program interface. At the top, a blue header bar contains the Lexia logo, the tagline "Our World Begins with Reading®", and the text "Select an Activity". A red "STOP" button is located in the top right corner. Below the header, a yellow background features a blue oval labeled "Level 2". In the center, five activity options are presented, each with a progress bar and a circular icon:

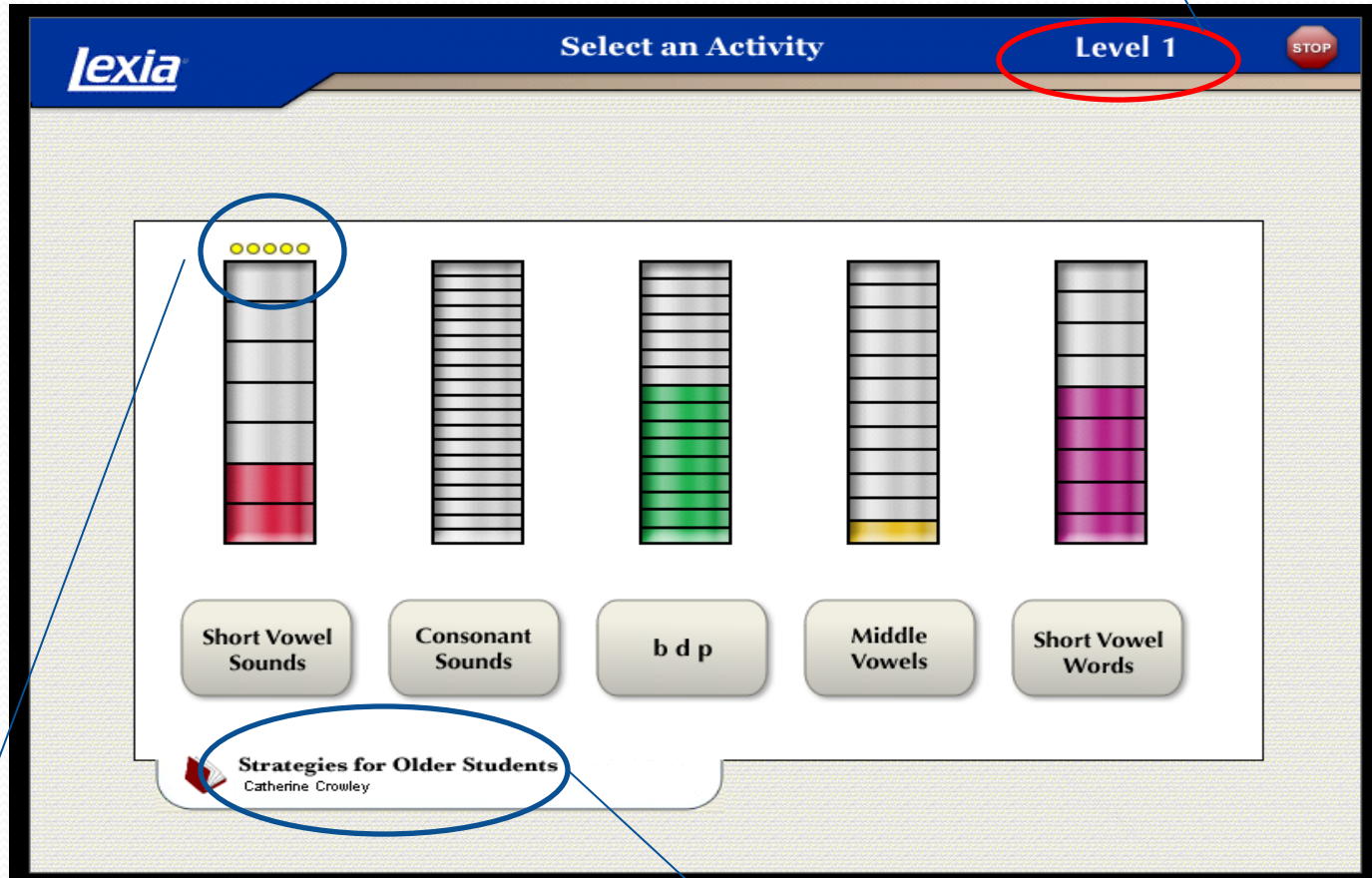
- Consonant Tree I:** Progress bar is 1/10 red. Icon shows a green alligator and letters t, b, m, s, k, f.
- Consonant Tree II:** Progress bar is 2/10 blue. Icon shows a green frog and letters p, g, r, n, d, z, i.
- Consonant Tree III:** Progress bar is 3/10 green. Icon shows a grey rhino and letters c, h, j, v, w, y.
- Short Vowel Crate:** Progress bar is 4/10 yellow. Icon shows a cow in a crate and letters a, e, i, o, u.
- Consonant Pairs:** Progress bar is 5/10 purple. Icon shows a monkey and letter pairs sh, ch, th, wh.

At the bottom left, a purple book icon is next to the text "Lexia Early Reading" and "Remi K. Schwartz".

Program

Student Home - SOS

Level



Indicates student is having trouble

Program

Lexia support

Lexia Reading Training Materials

Welcome to the Training Materials section of Lexia Reading.

Lexia is building a community of educators across the nation using Lexia Reading as part of their reading curriculum. As a member of the Lexia Reading community, you will be able to access a constantly growing and changing resource of information, tools, materials, and other relevant information to help save time and help your students succeed with Lexia Reading.

Lexia Lessons™
Training Videos



Lexia Reading Content
Overview



Narrated Product
Tutorials



Webinars & Events



Guides & Reference



Credits

- Liz Crawford, Ph.D., CCC-SLP – Director of Assessment Design Lexia
- Alyson Rodman, Director Educational Content Design

Questions?

- Lisa Schwartz, Curriculum Coordinator

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